**6th Grade Math Quick Question**

**Standards:**

[CCSS.MATH.CONTENT.6.RP.A.3.A](http://www.corestandards.org/Math/Content/6/RP/A/3/b/)

Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

[CCSS.MATH.CONTENT.6.RP.A.3.B](http://www.corestandards.org/Math/Content/6/RP/A/3/b/)  
Solve unit rate problems including those involving unit pricing and constant speed.

*For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

**Steps to implement the activity:**

* I had to make a question for what they call quick question, which is what they start their day with.
* The question I made was:
  + A car traveled 325 miles in 5 hours. Find out how far the car traveled in 9 hours. The answer options were A. 600 miles B. 585 miles C. 525 miles   
    D. 325 miles
* Then I had to make a class on Plickers with Ms. Williams’ 5th period honors class.
* Then I had to put the question on Plickers. I also had to put the problem on the Notebook App for the computer so they could see it on the smart board.
* In class, I gave the students time to work out the problem on their own.
* After I gave them enough time, I had them hold up their Plickers card to the answer they thought was right. (The Plicker cards were already on their desk when they came into the room. )
* Then I scanned the room (and they were amazed).
* After they held up their cards and I checked their work, we worked the problem out on the smart board to check the answer.

**Verbal Instructions to the Class:**

* “Come in and get started on your quick question”
* Then I demonstrated how to use the plicker cards and where to find the letters of the answer and how to hold it up.
* “Once you think you’ve got the right answer hold your card up to where the right answer letter is on the top.”

**Reflection**

**What went well:**

* The students really loved the Plickers cards and Ms. Williams thought it was really neat too. I left the plickers cards for her to have because she wanted to use them in her classroom with the quick question more often. She really liked how quick you could see the results of their answer. She was amazed and I felt accomplished because I taught her and the class a new technology.

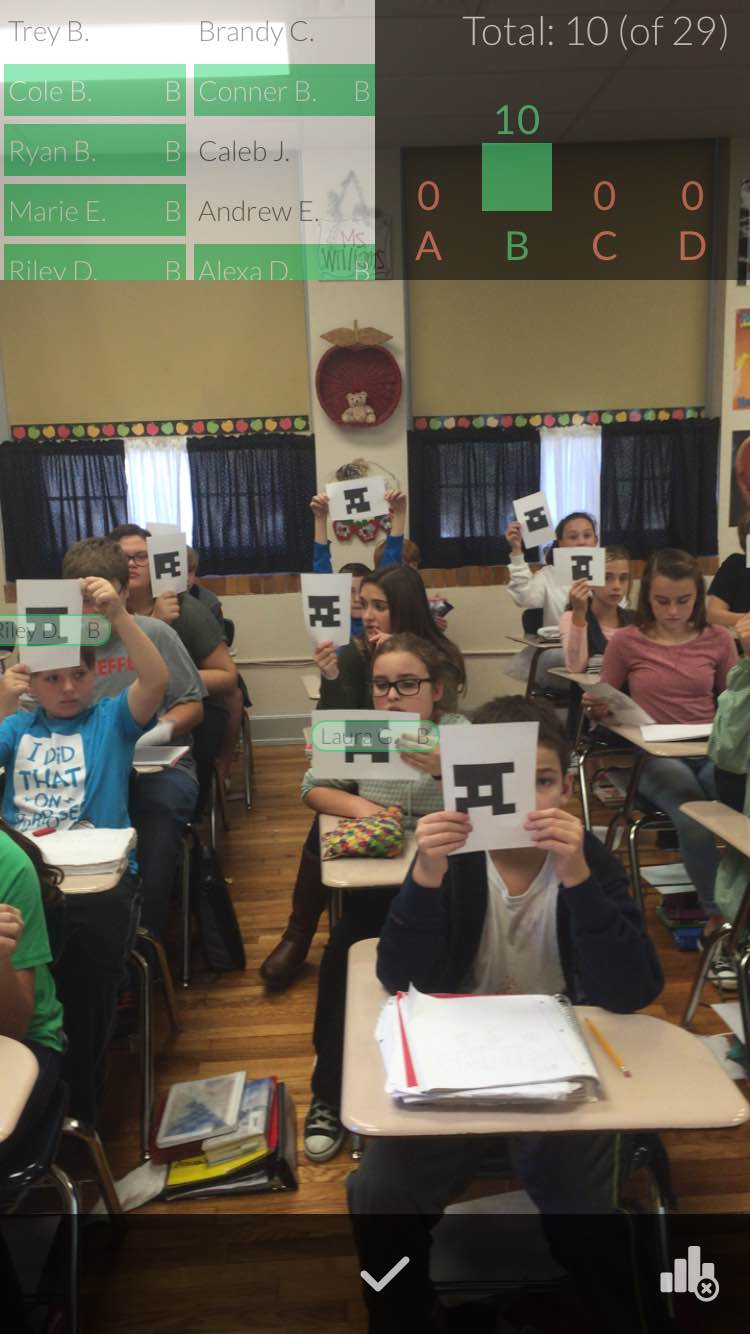
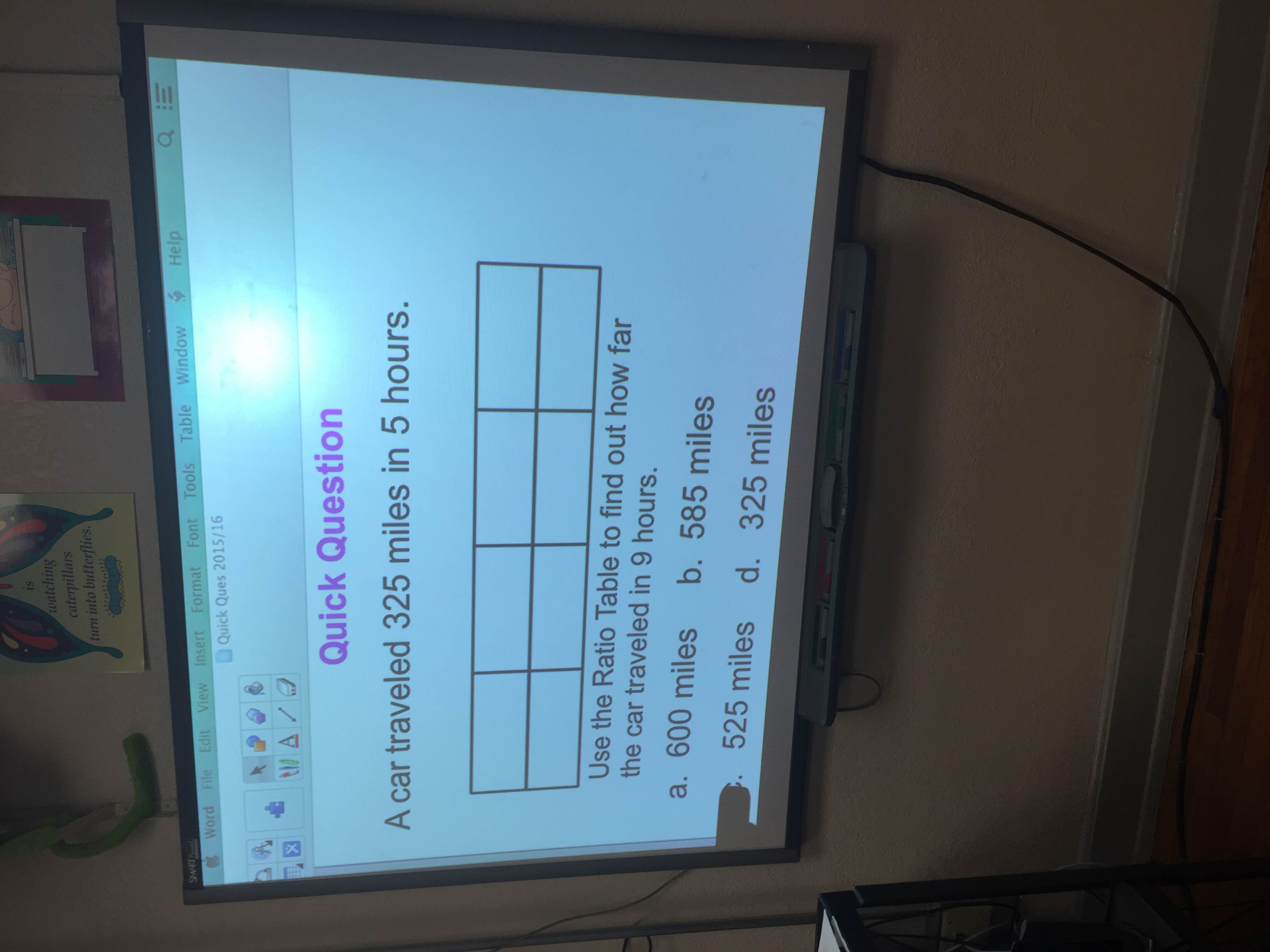
**What could be improved on:**

* I wish I had more time to explain on how to use the Plickers cards one on one because some of the kids thought they were holding up one answer but were actually holding up the wrong answer.

**What I would change the next time:**

* I would change the amount of time I planned for the assignment and would’ve made more than one question because the students were really engaged and wanted to do more.

**Pictures of the Plickers Quick Question in action:**

****

